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gram is set up which is characterized as "a demonstration that with proper care and intelligent planning malnutrition can be eliminated from any community" (p. 302). To this end, home, school, and community are called upon to co-operate in the establishment and maintenance of nutrition classes and nutrition clinics.

New light is here thrown on the problem of public health. The primary causes of malnutrition are not poverty, improperly cooked food, bad heredity, tuberculosis, syphilis, self-abuse, or bad air; but, first of all, physical defects, especially naso-pharyngeal obstructions, then lack of home control, overfatigue, improper diet, and faulty food and health habits. The essentials of health, therefore, come to be the removal of physical defects, sufficient home control to insure good food and health habits, the prevention of overfatigue, proper food at regular and sufficiently frequent intervals, and fresh air by day and by night. These five factors form the basis of a nutrition program the enforcement of which has been attended with remarkable success.

This book is divided into three parts. Part I deals with the diagnosis of malnutrition. The malnourished child is identified by a departure of 7 per cent or more from a weight-height standard in the case of underweight and 20 per cent in the case of overweight, instead of by a weight-age standard. The diagnosis is made on the basis of the case history and a triple examination—physical, mental, and social. Part II discusses malnutrition and the home and is full of practical suggestions for the establishment of proper work, food, and health habits. One chapter is devoted wholly to "Questions Commonly Asked." Part III outlines a nutrition program for the community, describing in detail the part to be played by the nutrition class, the nutrition worker, the physician, the nutrition or diagnostic clinic, the school and the school lunch, institutions and the summer camp, and the community at large. A series of appendixes contain tables of weights, all necessary forms of nutrition records, a glossary of technical terms (which are relatively few), and a list of publications concerning the program outlined. There are numerous illustrations from actual photographs.

No public school nurse, no public health officer, no school superintendent can afford to ignore the sane, constructive, and tested program offered by this book.

O. A. TINGELSTAD

LUTHER COLLEGE

Handbook of standard tests.—The subject of educational measurements has been undergoing such rapid development that the formulation of a textbook covering this field has been a difficult matter on account of the frequent introduction of new test devices and the constant improvement in the technique of measurement. With the exception of one rather outstanding contribution which appeared early this year, all of the books which deal with the subject

of measurements have been introductory and elementary. Another book¹ of this introductory type has now appeared.

The authors have justified their undertaking in the following terms:

Now that tests are being used very extensively, by teachers and others not especially trained in their use, there is needed a simple and direct manual, covering tests of both ability and achievement, to make clear to such workers the fundamental facts with regard to tests, the handling of test results, and the significance to be attached to the results of testing. Particularly there is need of a systematic treatment of the ways in which test results may be used in dealing with school problems [p. 2].

The subject is treated in four main divisions. In Part I, seventy-three pages are devoted to the topic "How to Use Tests." This includes a very general discussion of the advantages of standard tests, their use in school, how tests are sometimes abused, and a chapter on statistical methods. Part II presents the topic "Testing in School Subjects." In the small space of sixty-four pages allotted to this division the authors do little more than give a general catalogue of the better tests in the various school subjects. The entire field of high-school tests is given ten pages. Part III discusses, in thirty-two pages, the "Tests of General Ability." Here again, there is room for little more than mention of the many problems encountered in measuring mental capacity. In the final division, Part IV, forty-five pages are devoted to "Important General Principles Regarding Tests." The authors describe in some detail how tests are made and then present their views on the subject of a proper testing program for the school. An appendix and glossary are added for the assistance of the immature reader.

The book is an entirely superficial treatment of a large and significant movement in education. The authors apparently attempt to justify this superficiality by saying that "the effort has been, throughout, to suit the book to the needs of the busy teacher, principal, or superintendent" (p. 3). Certainly if the "busy" superintendents of schools are to depend upon such sources for their insight into the testing movement, the future of measurements is not promising.

The reviewer is disposed to question the professional value of this type of "contribution." If one of the major topics of educational interest receives no more profound treatment from those who are directly contributing test materials, to whom shall the reader turn? The reviewer believes that if the science of education is to hold the respect of other sciences it must cease its practice of multiplying trivial books and turn its energy into the critical treatment of the fundamental elements of its problems. The measurement movement, with the attendant use of its results in reorganizing the school, involves issues of far-reaching consequence to the school and to society. The time is ripe for a sound and critical interpretation of testing. The effort to popularize the

¹ SIDNEY L. PRESSEY and LUELLA COLE PRESSEY, *Introduction to the Use of Standard Tests*. Yonkers-on-Hudson, New York: World Book Co., 1922. Pp. vi+263. \$1.80.

movement by shallow descriptive treatment, without attempting a critical interpretation of its real significance, can do nothing else than produce an army of superficial "testers" who will formalize measurements and bring the whole subject into disrepute.

The "busy" superintendent or principal will find the book of little use if he is concerned with more than the mechanical administration of tests.

G. T. BUSWELL

A syllabus in educational psychology for normal schools.—The Committee on Standards of the Association of Presidents of State Teachers Colleges has recently awarded first rank to a syllabus¹ for a course in psychology prepared by W. J. Gifford.

The outline was written for the specific use of students just out of high school, and is planned for one quarter, meeting three times a week, the quarter being the first one of the first year of the course. . . . The second quarter is given over to a study of educational psychology . . . stressing individual differences, the learning process, and the use of standard achievement tests and intelligence tests for diagnostic purposes. The third quarter is, in some respects, a continued application of the subject-matter of the first two, as it is given to problems of classroom management and teaching [Preface].

At the very beginning the author suggests a method of preparing the lessons, how to take notes, how to report experiments, and the importance of learning and reporting accurately. These talks tend to put the student into the right attitude of mind at the opening of the course. The syllabus includes nine chapters arranged for twenty-nine lessons.

This is one of the very few books written on psychology in which the principles of psychology are actually applied. It is a work really suitable for students just out of high school. It is a well-balanced and carefully arranged piece of work that marks a forward step in the writing of textbooks. It occurs to the reviewer, however, that the great amount of reference work which would be required in connection with the use of the syllabus would be highly impracticable unless (1) the library facilities are unusually large or the number of students in the course are few and (2) the students have a lighter program than is now customary. Furthermore, it seems that the work from the very beginning should be related to the actual problems of the classroom. Take the classes to the training school or observation school weekly and let the content of the course grow out of actual problems observed by the students. Let the work center around problems of discipline, management, technique of teaching, etc. Let the students attempt to find out just why pupils have difficulties in understanding some subjects, the psychological processes which are involved in the learning of the different subjects, how children should be classified, the

¹ WALTER JOHN GIFFORD, *Introduction to Psychology: A Syllabus*. Harrisonburg, Virginia: Book Store, Normal Station, 1922. Pp. 34.